



# HISTORY *Colorado*

## **An Educator's Guide to La Gente: Colorado's Mexican History**

### **Unit of Study: Grades 3-8**

This multidisciplinary unit of study is designed to complement the History Colorado Center's online exhibit at [www.exhibits.historycolorado.org](http://www.exhibits.historycolorado.org). Students will utilize their reading, writing, geography, and critical thinking skills and explore hundreds of years of Hispano contributions in Colorado, from ancient civilizations to the Chicano Movement.

### **Essential Understandings:**

If we fail to learn from history, we are destined to repeat it.

Certain conditions, beliefs, and prejudice result in some people being treated differently than others and/or prevent people from fighting back.

Writers provide insights into the human experience through literature.

Kindness in the face of adversity exists.

Considering multiple accounts and perspectives is essential to developing a deep understanding.

### **Skills:**

Identify main ideas in nonfiction text.

Respond to and infer details.

Use Internet resources as research tools.

Use informational text and literature as research tools.

Compare information from a variety of sources about the same topic.

Formulate questions about a topic.

Summarize nonfiction text.

Create multimedia presentations showcasing information.

Present information to classmates orally and visually.

## **Lesson Plans:**

### **I. Lesson Title:** *South to North*

**Overview:** In this section, students are exposed to the major movements from South to North from the earliest explorers and the impact the transitions had on the culture, the resources and the interactions between the native peoples and those arriving from Europe.

**Length of time:** Students will spend 1-2 days exploring the online exhibit, then another 1-2 days for the creative writing assignment. (Project could potentially go longer dependent on teacher's plan)

**Objective:** Students will create a journal of the South to North experience, choosing to highlight the following topics:

Timeline of journal

Map of area covered

Resources to include food and tools

Interactions with Natives, other explorers, animals, etc

Artifacts viewed

Supply list for needs during exploration

Perspectives and viewpoints in first person

Opinions of exploration

The journal will focus on the impact of the South to North movement on people, land, and interactions historically and the modern day implications.

## **Standards:**

### **CCSS.ELA-Literacy.RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

### **CCSS.ELA-Literacy.RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### **CCSS.ELA-Literacy.RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### **CCSS.ELA-Literacy.W.6.2.a**

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**Materials:**

Computers

Note taking materials

Printer

Additional books or websites on Exploration

Electronic journal template

Paper, colored pencils, and glue

**Classroom Activity:**

Students will have several days to explore the online exhibit and complete the digital badge. Following its completion, students will be introduced to a classroom project. The classroom project will be to create an explorer journal from an explorer or a native that would have been present during this time frame. The journals will focus mainly on writing activities, but can also incorporate art projects to include labeled sketches, “made” paper covers, etc.

[http://www.berkshiremuseum.org/living\\_landscapes/pdf/Berkshire\\_L1.pdf](http://www.berkshiremuseum.org/living_landscapes/pdf/Berkshire_L1.pdf)

[http://www.mommy-labs.com/creative-kids/art\\_craft\\_projects\\_kids/how-to-make-recycled-handmade-paper-inlaid-with-leaves-and-petals/](http://www.mommy-labs.com/creative-kids/art_craft_projects_kids/how-to-make-recycled-handmade-paper-inlaid-with-leaves-and-petals/)

Step 1: Create timeline. Students will use online exhibit to choose a time frame that includes at least 10 dates, and a span of months or years to frame their explorer journals. (15th to 18th century)

[http://www.teach-nology.com/web\\_tools/materials/timeline/](http://www.teach-nology.com/web_tools/materials/timeline/)

[http://www.readwritethink.org/files/resources/interactives/timeline\\_2/](http://www.readwritethink.org/files/resources/interactives/timeline_2/)

Step 2: Create map. Make sure map reflects the boundaries matching the time period of the journal.

Step 3: Explain resources found and used during the time period and area of your exploration. Elaborate and include sketches of any artifacts and a supply list an explorer would need.

(Use the online exhibit)

Step 4: Include personal writing that projects perspectives and viewpoints that would be present during the time frame. Try to encourage students to adopt different personas, thus allowing for a variety of viewpoints.

**Resources:**

<http://score.rims.k12.ca.us/activity/newworld/>

<http://www.fleecefun.com/free-printable-kids-explorer-journal.html>

<http://www.enchantedlearning.com/explorers/mexico.shtml>

<http://www.gulfbase.org/exploration/>

**II. Lesson Title:** *Borderlands*

**Overview:** Students are introduced to the Mexican American War and the impact it had on early Colorado. They will examine the La Gente website and then create a newspaper in a group or individually from the town of San Luis.

**Length of Time:** Three days to one week. The duration will depend on how in depth the teacher wants to take the newspaper activity.

**Objective:**

Students will examine the Mexican American War and the impact it had on the development of Colorado, specifically the town of San Luis. They will then evaluate this information and create a newspaper.

**Standards:**

CCSS.ELA-Literacy.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**Materials:**

Computers

Note taking materials

Printer

Additional books or websites on San Luis

Electronic newspaper template  
Paper, colored pencils, and glue

*Electronic Newspaper Templates:*

<http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html>

<https://drive.google.com/templates?type=docs&q=newspaper&sort=user&view=public&drp=1#>

<http://www.makemynewspaper.com/newspaper-templates-for-students>

### **Classroom Activity:**

San Luis was founded in 1851 after the Mexican American War and The Treaty of Hidalgo. As a result, this town was greatly influenced by these events and the political aftermath of the war. As a culminating project for the Borderland section, students will create a newspaper from San Luis during its infancy (1851-1900). This activity can be done in groups or individually depending on what works best for the class and time duration.

The teacher can dictate how in depth he/she wishes the students to take this project. The following ideas and topics can be altered as needed to address the needs and levels of the students. Here are some ideas for topics/sections of the newspaper.

News Articles:

- A summary of the Mexican and American War and the influence on San Luis
- Overview of The Treaty of Hidalgo and how it is being utilized in San Luis
- An article about the adoption of the Colorado Constitution
- An article about land rights
- How is the border of Colorado changing?
- An article about how the town is changing...What is being built?
- What is going on at Costilla County Courthouse?

Editorials/Opinion:

- An editorial about the pros and cons of The Treaty of Guadalupe
- Is it a good thing that people are moving to San Luis?
- How can you keep the Hispanic culture from disappearing from San Luis?
- How is religion an important part of San Luis and should it be?
- How should La Vega be used for the town.

Advertisements:

- R&R Market
- Moradas

- Services at the Sangre de Cristo Church.
- Advertisement for homes made out of horno

For more information on the history of San Luis

<http://www.slvheritage.com/>

<http://www.slvufo.com/oldesttown.html>

<http://www.fs.usda.gov/detail/riogrande/learning/history-culture/?cid=stelprdb5172158>

<http://www.museumtrail.org/sangre-de-cristo-heritage-center.html>

### **III. Lesson Title:** *Migration*

**Overview:** There were several key times in history that led to increased migration from Central and South America to Colorado. These major events included the Mexican Revolution, the Land Grants provided by the Spanish colonial governments as well as the Mexican government, World War II, and the Bracero Work Program.

**Length of Time:** 5-7 class periods

**Objective:** Students will be able to explore and evaluate various reasons for the migration to Colorado from Central and South America. Students will create written artifacts describing various events that resulted in large patterns of migration, and examine how today's population and culture in our region has been influenced by that migration.

#### **Standards:**

CCSS.ELA-Literacy.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**Materials:**

Computers

Note taking materials

Printer

Additional books or websites on the Mexican Revolution, Bracero Program, Land Grants, and World War II

Maps

Paper, colored pencils, and glue

**Class Work:**

Students should have a full class period to explore and take notes on the digital exhibit button, "Migration". Students should take notes organized by the different categories provided by the exhibit, Mexican Revolution, Bracero, Land Grants, and World War II. Students should consider the time, the motivation, and the numbers involved for migration in each instance.

Following review and exploration, students will use their research to create a digital timeline of Hispanic migration in Colorado.

Students should use:

Google Slides, Powerpoint, Prezi, or video presentations to create their timeline. Stories from the Mexican Revolution section can be used to increase a connection to individuals. The timeline should feature a series of maps from each time period.

An extension activity could feature a pro/con debate about the Bracero movement, particularly in light of today's debates on immigration.

**Resources:**

<http://braceroarchive.org/about>

[http://www.pewhispanic.org/files/2013/08/latino\\_populations\\_in\\_the\\_states\\_counties\\_and\\_cities\\_FINAL.pdf](http://www.pewhispanic.org/files/2013/08/latino_populations_in_the_states_counties_and_cities_FINAL.pdf)

<http://cozine.com/2001-december/mexican-land-grants-in-colorado/>

[https://www.nps.gov/parkhistory/online\\_books/blm/co/17/chap5.htm](https://www.nps.gov/parkhistory/online_books/blm/co/17/chap5.htm)

<https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/mexican8.html>

**IV. Lesson Title:** *Chicano Movement*

**Overview:** This section of the La Gente digital badge program focuses on the modern Chicano Movement. Students are asked to choose an influential Hispanic and write a brief

biography on their impact on society. Collaboratively, students will use the information gleaned from the biographies and the History Colorado website to create a mural. This mural should be influenced by people they studied as well as what they have learned throughout their studies of La Gente.

**Length of Time:** This project can be done in four to five one hour sessions.

**Objective:** Students will investigate the Chicano Movement and the impact it had on current Hispanic society. They will create biographies of prominent Hispanic figures as well as a mural that symbolizes the modern day Hispanic community.

**Standards:**

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Colorado State Visual Arts Standards

4. Relate and connect to transfer

- Critical thinking in the arts transfers to multiple lifelong endeavors
- Visual arts impact community, cultural traditions, and events
- Eco-art is a contemporary response to environmental issues

**Materials:**

Computer

Printer

Graphic organizer or note taking materials

Large pieces of butcher block paper

Paints

**Additional Information for Biographies**

- Biographies of Important Hispanic Figures (Thomson Gale)
- Notable Hispanic Women (About.com)
- Famous Hispanic Inventors (About.com)
- IGUANA Children's Spanish-Language Magazine
- Multicultural resources for young readers (PaperTigers)



**Additional Information on Hispanic Murals:**

[https://en.wikipedia.org/wiki/Mexican\\_muralism](https://en.wikipedia.org/wiki/Mexican_muralism)

<https://latinocultural.uic.edu/mural/>

<https://tshaonline.org/handbook/online/articles/kjc03>

<https://www.bluffton.edu/homepages/facstaff/sullivanm/mexico/mexicocity/rivera/muralsintro.html>

**Class Work:**

The week long unit will produce two different artifacts. The teacher can choose which sections are done in groups or individually. As with all the lessons, the teacher can also differentiate to meet the needs of his/her students as needed.

After the students have explored the Chicano Movement section of the the La Gente site, they will be asked to create a brief biography on one of the many Hispanics who had a tremendous impact on today's society. They can use any of the people found in the La Gente site or the teacher may assign other Hispanics to use. There are sites to help with this in the "materials" section of this lesson. In addition, there are two rubrics listed below to help with the process.

Upon the completion of the biographies, students will then break into groups and create their own murals depicting Hispanic culture. These murals should emulate the ones showcased on the site and symbolize the various cultural aspects of the Hispanic community. (There are sites listed in the "materials" section to help with this part.) There should be representations of the Chicano Movement and pillars of the Hispanic community on the mural. Students should research their mural prior to painting and create a rough draft. Once the actual mural is painted, students should write a one page description/explanation of their mural.

**Biography Rubrics:**

<http://internet.savannah.chatham.k12.ga.us/schools/wcms/Academic%20Teams/8th/Jaguar/Shared%20Documents/biographyrubric.pdf>

<http://www.wccsonline.com/Curriculum%20Mappings/Writing/Grade%202/Grading%20Rubric%20for%20Biography%20Book%20Report.pdf>